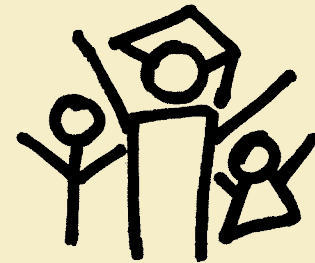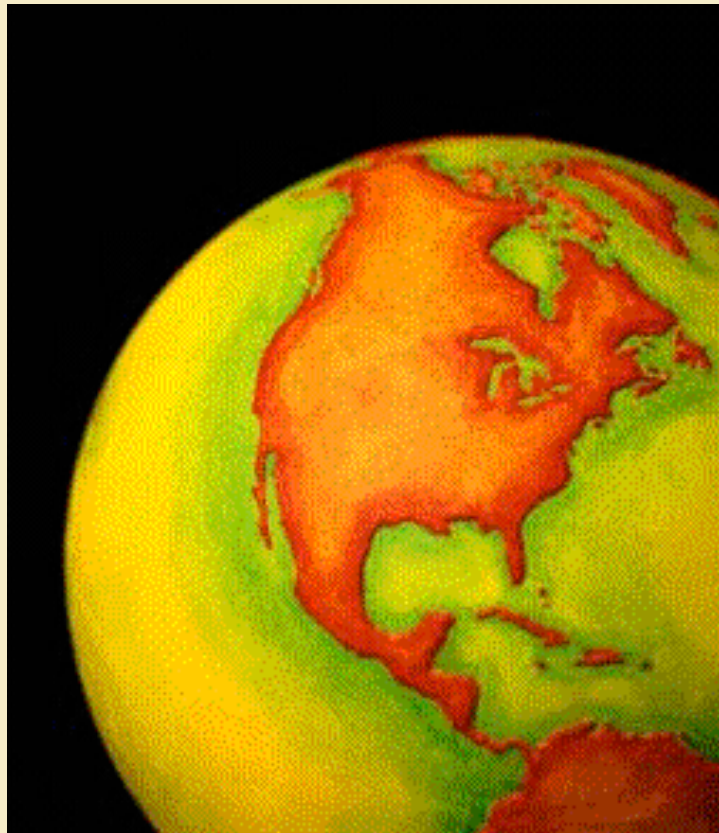*Standards in Practice*

2005 High Priority Schools Institute and Title I Conference on Improving Achievement and Closing Gaps:

Great Falls, MT February, 2005
Paul F. Ruiz, PhD: The Education Trust, Inc

The Education Trust, Inc.

Section I:

Analyzing Teacher Assignments via Student Work

Grade 10 Writing Assignment

A frequent theme in literature is the conflict between the individual and society. From literature you have read, select a character who struggled with society. In a well-developed composition, identify the character and explain why this character's conflict with society is important.

10th Grade Assignment

Write a composition of at least 4 paragraphs on Martin Luther King's most important contribution to this society. Illustrate your work with a neat cover page. Neatness counts.

Students can do no better than the assignments they are given

AND the instruction they receive in order to succeed on the assignment

KEY ELEMENTS

- HIGH STANDARDS FOR *ALL*

- *ALL* STUDENTS IN CHALLENGING CURRICULUM

- EXTRA HELP FOR THE STUDENTS WHO   NEED IT

- GENEROUS SUPPORTS FOR TEACHERS

- ACCOUNTABILITY SYSTEMS THAT DEMAND PROGRESS FOR *ALL*

Section II:

SIP: Building on the Work Teachers Do Everyday:

Standards in Practice (SIP) What is it?

- *A professional development strategy to align classroom assignments to increase the rigor of teachers' assignments so student achievement rises to meet standards.*

- *Provides a professional forum to develop instructional strategies to teach rigorous academic work.*

Purpose of Standards In Practice (SIP)

To increase the rigor of teachers' assignments aligned with standards so that student achievement rises to the standards.

Standards-in Practice is *NOT*

- Not another ***PROGRAM*** to be added to your already full plate.
- Not focused on student work, but on teacher work.
- Not dependent upon expensive materials or consultants.

6 Step Process

- The team examines the assignment or task to ask about content and context: what academic learning was expected from this task? What is the academic purpose of this task?

- The team asks: what does someone need to know and be able to do to complete it successfully?

- The team identifies the standards that apply to this assignment

- The team generates a rough diagnostic rubric or scoring guide for this assignment from the standards and the assignment

- The team diagnoses the student work, using the rubric/scoring guide.

- The team analyzes the student work to plan instructional strategy for improving students' performance.

Standards-in-Practice Organization

➡ All activities at the school site, in school using classroom work.

➡ Teams can be grade level, vertical, interdisciplinary, subject matter--include teachers, administrators, higher ed faculty, parents

➡ Meetings are once a week, ideally 90 minutes

➡ Meeting agenda is the 6 steps of the model

Section III:

Diagnostic vs. Grading Rubrics

Diagnostic Rubric

- **4.** A qualitative description of work that is exemplary
  NO RETEACHING NECESSARY

- **3.** A qualitative description of work that meets the standard(s)
  NO RETEACHING NECESSARY

- **2.** A qualitative description of work that *almost* meets the standard(s)
  student is in his/her *zone of proximal development* and is "using but confusing" concepts—SOME RETEACHING NECESSARY

- **1.** A qualitative description of work that does not meet the standard(s)
  SIGNIFICANT RETEACHING NECESSARY
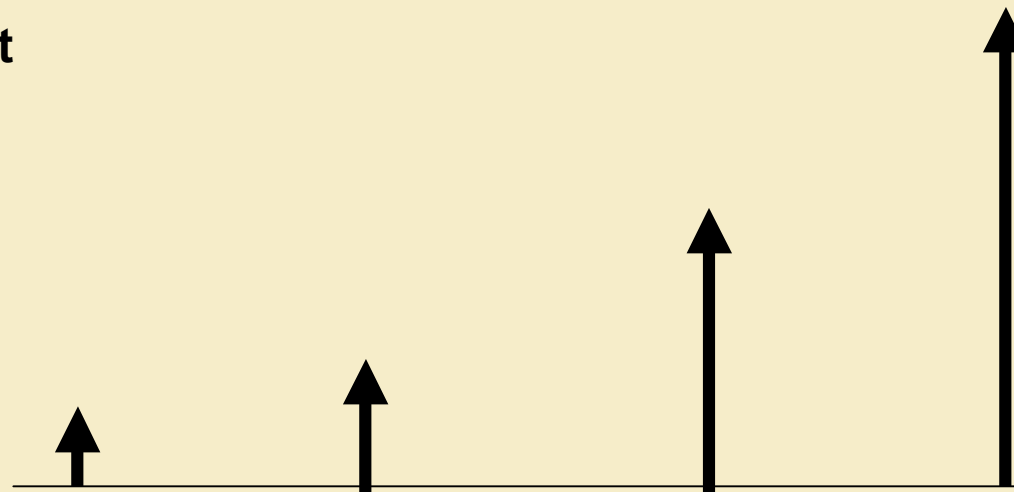
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Norm Referenced System

Losers   Average   Winners
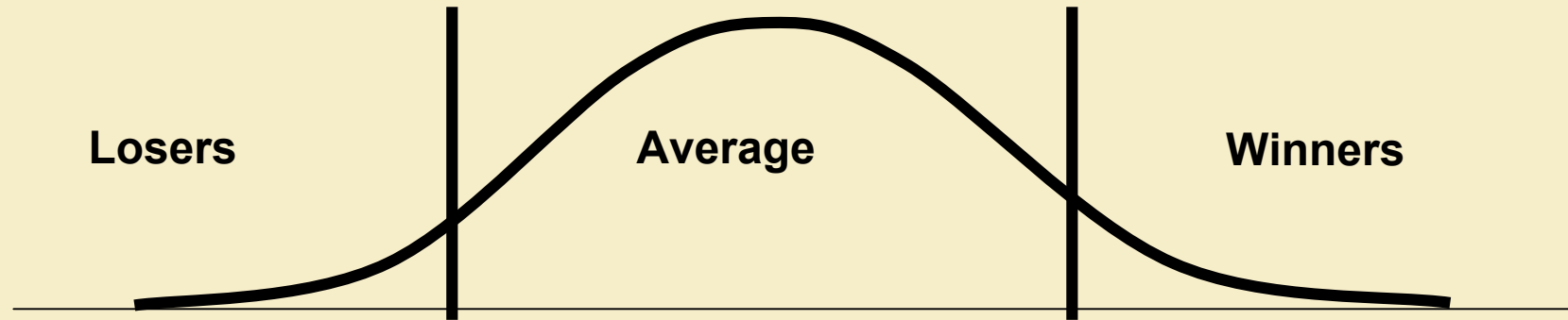
Standards Based System

Highly Proficient

Proficient

Novice

Basic

Norm Referenced	**Standards Based**
■ Believe some students smarter than others	■ Believe students get smart through effort
■ Tests compare students to each other	■ Tests compare students to standards
■ Time,teaching same content varies for groups	■ Time, teaching vary content is constant for all groups
■ Little investment in teachers/ professional development	■ Major investment in teachers professional development

10th Grade Geometry Assignment

- Going from his own house (A) to Raul's house (D), Mark drives due south one mile, due east three miles, and due south again three miles. What is the distance between the two houses as the crow flies? Explain, **in writing and using appropriate math terminology and notation**, how to prove that ▲ABX ~ ▲DCX. Use corresponding side lengths of the triangles to calculate BX and use the Pythagorean Theorem to calculate AX and then DX. Then find AD.

A

X   C

B

D

3 miles
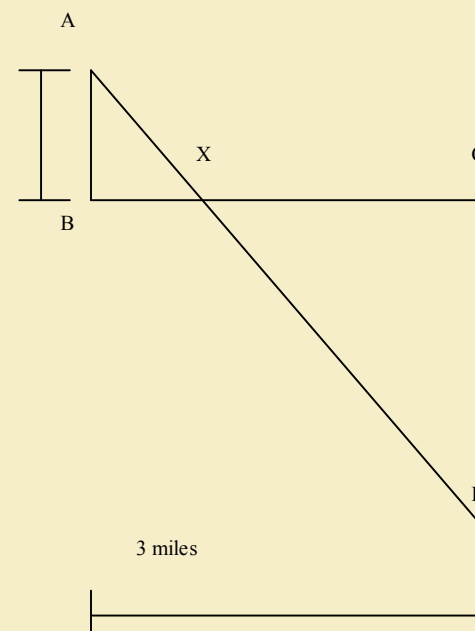
10th Grade US History

- One way the Federal Reserve System can affect the money supply in the US is by setting the reserve requirements for banks. The reserve requirement is the percentage of deposits that a bank must keep on reserve. If, for example, a bank has $1,000,000 in deposits, and the reserve requirement is 12%, it must keep $120,000 in reserve. This means the bank can lend up to 880,000.

- Based on the passage and your knowledge of the Federal Reserve System, if the Fed decided to increase the reserve requirement from 12% to 15% for its member banks, what would the banks do, what would be the effect on money supply, and what would be the general impact on the economy?

Section IV:

Getting Started

What each team needs to succeed:

- A quiet room

- A large 3-ring binder that serves as the "official" team binder.

  - All recorder's notes and sample lessons should be collated in this binder.

  - The team binder should live in a safe, accessible place.

What each participant needs to succeed:

■ A folder or binder that includes: at least four core subject area standards, blank recording forms.

  – Bring this folder/binder to every team meeting.

Participant Roles at a
Standards in Practice™ Team Meeting

- <u>Facilitator</u>
  Keeps team on step, focuses discussion

- <u>Recorder</u>
  Records discussion using SIP record form

- <u>Teacher introducing the lesson</u>
  Provides a BRIEF introduction to the lesson in Step 1, should remain quiet and listen in Steps 2-6

How to have a successful *Standards in Practice™* meeting

- **Come prepared**
  - Each participant brings their binder/folder with appropriate standards available
  - Participant roles clear
  - Have a blank assignment available for each team member
  - Have anonymous, numbered student work available for diagnosis
  - Have a the team's three ring binder and three hole punch available

- **Begin on time**

- **Suspend defensive responses—take a deep breath and listen**

- **Choose your battles (i.e., don't argue between a 3 and a 4, don't over edit the scoring guide, etc.)**

The Assignment

■   Trip to the Zoo

At the Philadelphia Zoo, in the African Plains Exhibit, there are some antelopes and some herons. When the zookeeper counted all of the animals, she counted 12 heads and 32 feet.

☞ How many antelopes and how many herons were in the exhibit?

☞ Explain with numbers, words, and pictures the strategy you used to figure out your answer.

Standards in Practice™
Model

STEP 1: What is the academic purpose of this assignment ? The team examines the task to ask about content and context: what learning was expected from this task?

Standards in Practice™
Model

STEP 2: The team asks: what does someone need to know and be able to do to complete the task successfully?

Title I: Mathematics Assessment Fall Grade 4
School District of Philadelphia

Standard 4: Patterns, Algebra, and Functions

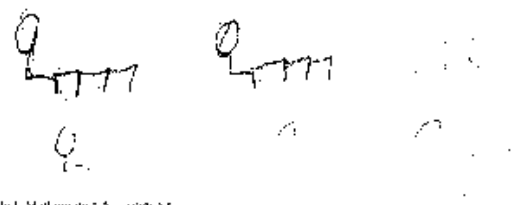Name _Carletta_ School_____ Room Grade 4\5

Date _____

Trip to the Zoo

At the Philadelphia Zoo, in the African Plains exhibit, there are some antelopes and some herons. When the zookeeper counted all of the animals, she counted 12 heads and 32 feet.

1. How many antelopes and how many herons were in the exhibit?
2. Explain with numbers, words and/or pictures the strategy you used to figure out your answer.

There were 4 herons and 2 antelopes
fist I gess Next draw then times 12 and 8
Finally I get the answer

Title I: Mathematics Assessment   Fall   Grade 4 5
School District of Philadelphia

Standard 4: Patterns, Algebra, and Functions

Name _Tenigua_____ School_____ Room ____ Grade 4

Date _____

Trip to the Zoo

At the Philadelphia Zoo, in the African Plains exhibit, there are some antelopes and some herons. When the zookeeper counted all of the animals, she counted 12 heads and 32 feet.

1. How many antelopes and how many herons were in the exhibit?
2. Explain with numbers, words and/or pictures the strategy you used to figure out your answer.

5 herons
= 32 feet

12 antelopes
=12 heads
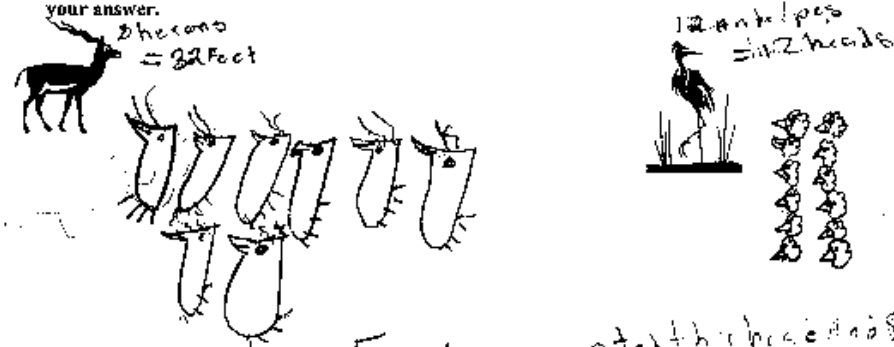
First I counted the heads and feet
Then I wrote it down
next I drew it

Finely I wrote this

There are 32 feet
and 12 heads

Standards in Practice™ Model

STEP 3: The team identifies the standards that apply to this assignment

General *Standards in Practice* Rule

Each assignment must address at least:

- One content standard—literature, math, social studies, science, art, music, world language, etc. (reading and writing are NOT content standards)
- One writing standard

Standards in Practice™
Model

STEP 4: The team generates a rough DIAGNOSTIC rubric for this assignment from the standards and the assignment

Standards in Practice™ Model

STEP 5: The team scores the student work, using the DIAGNOSTIC rubric/scoring guide.

Standards in Practice™ Model

STEP 6: The team analyzes the student work to plan instructional strategies for improving students' performance.

- What changes need to be made to the assignment to make it more rigorous?

- What instructional strategies do we need to teach the assignments?

- What other action needs to occur at the classroom, school and district level?

- What additional support do teachers/principals need?
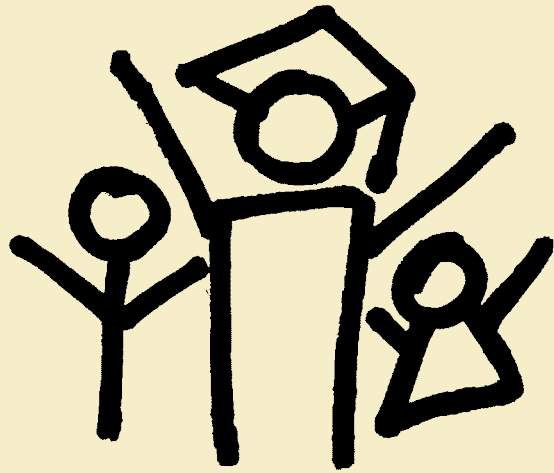
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For More Information . . .

www.edtrust.org

Pruiz@edtrust.org or

202-293-1217